DOCUMENT RESUME

ED 096 766 EA 006 444

TITLE	Mid-School Year Graduation, 1974. Instructional Services Division Research Report No. 3.
INSTITUTION	Salinas Union High School District, Calif.
PUB DATE	Mar 74
NOTE	22p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Attendance; Enrollment; *Followup Studies; Graduation; *Graduation Requirements; High Schools; School Calendars; School Holding Power; *School Schedules; Semester Division; *Seniors; Student Characteristics; Student Enrollment; Tables (Data)
IDENTIFIERS	*Mid School Year Graduation; Salinas

ABSTRACT

In the Salinas Union High School District, California, diplomas are presented to qualified students at the end of either the fall or the spring semester. Graduation requirements specify courses, number of semesters, proficiency (or remedial in lieu of substitution), and number of cumulative units. Therefore, at mid-year two bodies of seniors are released from the class. The first, and by far the largest, consists of those who have completed semester, course, and unit requirements and who have requested graduation. The second group is comprised of released nongraduates who have elected an alternative fulfillment of requirements, but for whom no transfer of permanent records has occurred. This second group plans to graduate and usually does so with their class at the conclusion of the spring semester. At the conclusion of the fall semester, school year 1973-74, at least 195 of the approximately 1,200 students in the senior class were released. (Author/WM)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 096765

Instructional Services Division

Research Report No. 3

Mid-School Year Graduation 1974

Salinas Union High School District

Dr. Lawrence M. LeKander
Asst. Supt.-Instructional Services

Mr. Robert P. Binns
Superintendent

Board of Trustees

Mr. H. Edwin Angstadt, President
Mr. Larry J. Balentine
Mr. Daniel J. Krishun
Mr. Seymour Lesser
Mr. James F. Reavis

Fred Greaves
Research Assistant

March, 1974

EA 006 441

Index to Organizations

	Page
Alisal High School	4
North Salinas High School	7
Salinas High School	10
District	14

We are the music while the music lasts. -- T. S. Eliot

At the conclusion of the Fall semester, school year 1973-74, at least 195 of the approximately 1,200 enrolled students in the Senior class were released.

In the Salinas Union High School District diplomas are presented to qualified students at the end of either the Fall or Spring semester. Graduation requirements specify courses, number of semesters, proficiency (or remedial in lieu substitution), and number of cumulative units. The current requirements are:

a. 8 semesters of English
b. Physical Education-required enrollment during every semester of regular school attendance until the age of 18. (Regular school attendance is enrollment for at least 3 classes.)
c. 2 semesters of American History
d. 1 or 2 semesters of American Government
(At North Salinas High School and Alisal High School a one semester substitution of a Senior level Social Science class is optional.)
e. 2 or 3 semesters of other Social Science (depending on "d" above)
f. 2 semesters of Science
g. 1 Driver's Education Course
h. 1 First Aid Course
i. 8th grade tested proficiency (or in lieu substitution) in:
a. Reading
b. Mathematics
j. 200 units of credit

Considering that most students can and do accumulate 30 units per semester, and in six semesters have amassed 180 units, it is surprising that many more students do not elect early or mid-year graduation. Possible motivations for delay of graduation may be enjoyment of the Senior year and its activities, affirmation of the total high school ex erience (80% of our graduates respond that high school is a pleasant and rewarding experience, Opportunity and Decision II, p. 35), postponement until June to make a final decision of what their major activities will be following graduation, satisfaction with the traditional cycling of the school year, avoidance of a

possibly long period (January to September) of aimless activity and loss of peer contact. The answer(s) probably occur in combination(s), but are essentially unknown.

As a research problem, a study of mid-year graduation presents no unusual difficulty in research design. In this and nearly all school districts, graduation requirements are the constants, and when, where and how are the variables.

Study of the appropriate records demonstrated that all students reported here were classified as Seniors except two (both Juniors). Although the mid-year graduation phenomenon will be shown to be complex, it is probable that its complexities are not as great as the traditional end of school year ceremony. Then, more Juniors and carry overs from intended mid-year graduates, as well as non-graduated members of praviously graduated classes, join those who are completing the normal four-year sequence.

It will become clear that the apparent mid-year graduation also contains a partial Senior class clearance operation the effect of which is to create an off-campus population of Seniors, who are not enrolled or attending the high school, but nevertheless remain the school's responsibility so far as graduation is concerned.

The process by which graduation or off-campus alternative fulfillment of requirements works follows an arrangement something like this. A student notifies his counselor that he has plans to graduate. The counselor inspects the student's permanent record, and, in an individual conference, approves or disapproves the student's plans. If approval is granted, the student is issued at the appropriate time clearance or class and office sign-out papers. These papers when properly completed are turned into the registrar. The student is released from regular attendance.

Therefore at mid-year two bodies of Seniors are released from the class. The first, and by far the largest, consists of those who have completed semester, course, and unit requirements and requested graduation. The second group are released non-graduates who have elected alternative fulfillment of requirements, but for whom no transfer of permanent records has occurred. This second group plans to graduate and usually does with their class at the conclusion of the Spring semester.

The real mid-year graduate body itself consists of two groups: those who completed requirements in attendance at the high school, and those who were released from Fall semester attendance to complete requirements in Salinas off campus. This later group returned at mid-year to graduate.

The mid-year released off-campus Seniors, who have not fulfilled requirements in attendance, consist of several groups. The distinction between groups is where requirements will be met. The major alternatives are Salinas Adult School and Hartnell Community College. The Salinas American Red Cross and San Jose State University were also chosen by one student each.

The Santa Barbara County School's pilot follow-up study of high school graduates and subsequent statewide field testing, funded by federal vocational education funds, has identified several student characteristics that are highly correlated with the graduate's choice of subsequent activities. So the tables of frequencies that follow report numerical observations on those actionable characteristics.

Alisal High School

Group	Number in Group
Graduates, attended Alisal High School Fall '73	47
Released, non-graduates (will not attend Alisal High School Spring '74)	5
to complete requirements at:	
Salinas Adult School	3
Hartnell Community College	2

52 students represent approximately 16% of the 321 enrolled Seniors.

Graduate Characteristics
(reported in characteristic, variable, and number of persons)

Sex		Age (1-25-74)		Ethnic Group		G.P.A.		Years at* Alisal High		Program**	
Female	35	17	37	American Asian	2	0-1.9	3	1	3	College Prep	8
Male	12	18	9	Spanish Surname	22	2-2.9	32	2	2	General	17
		19	1	White	17	3-4	12	3	7	Vocational	22
								4	35		

*less than complete year counted as completed

**1. College Prep defined as <u>at least</u> Algebra and Geometry, 1 year of laboratory science, and a foreign language (most had many, many more of the traditional solid subjects)

2. General Program: the distinguishing feature is usually no clear cut coherent pattern of classes. A functional definition of this program is dispersed exploration.

3. Vocational Prep defined:
   a. for girls -- typing 1, 2, 3, 4 and shorthand 1-2 (often includes office practice and machines, bookkeeping, record keeping and clerical training)
   b. for boys -- some extended series of shop or mechanical training, or a 1-8 sequence in drafting or agricultural training (usually includes a group of related practical training classes)

(It may be that the distinction between persons and selection of high school programs is that those who choose college preparatory or vocational programs have made up their minds about what they would like their futures to be like. A parent wrote to me recently that he thought very few parents help their children prepare for a better future. Dispersed exploration or aimlessness may be a symptom of this problem, if it is one.)

Units Applied Toward Graduation From Various Sources
(reported by source and number of units and persons)

Work Experience		Assisting in School Operation*		Summer School**		Adult School**		Classes taken at Hartnell***		Independent Study	
0	26	0	21	0	23	0	41	0	4	0	45
1- 5	5	1- 5	9	1- 5	9	1- 3	0	1	1	1- 5	2
6-10	8	6-10	7	6-10	7	4- 6	2	2	3		
11-15	0	11-15	6	11-15	2	7-10	2	3	-		
16-20	5	16-20	3	16-20	4	over 10	2	4	-		
21-25	11	21-25	1	21-25	2						
26-30	1										
31-35	1										

*laboratory, library, music, physical education assistants, clerical training helpers and nurses aides

**in nearly all cases, Summer School and Adult School classes were not regular semester failure makeups. Throughout the district in this population there is a high incidence of Driver's Education in Summer School and American Government in Summer School and Salinas Adult School. It is worth repeating that these are not repeat or makeup courses. The explanation of this phenomenon is unknown.

***Concurrent Enrollment transcripts school year 1972-73 indicate five mid-year Alisal High School graduates completed courses at Hartnell. Four graduates waived high school course or unit requirements. None of these students waived more than ten units although they clearly were entitled to under the program. Transcripts for Fall semester 1973-74 are not yet available. Judging from the number of students previously enrolled in the program it is probable that only a few of the mid-year graduates were participants.

Released Non-Graduates Characteristics*
(reported in characteristic, variable, and number of persons)

*It should be remembered these students remain Alisal High School's responsibility.

Where requirements will be met:

Salinas Adult School	3
Hartnell College	2

Sex		Age		Ethnic Group		G.P.A.		Years at Alisal High		Program	
Female	3	17	4	Spanish Surname	2	0-1.9	1	1	-	College Prep	-
Male	2	18	1	White	3	2-2.9	4	2	-	General	2
						3-4	0	3	-	Vocational	3
								4	5		

Units Applied Toward Requirements from Various Sources
(reported by source, number of units and persons)

Work Experience		Assisting in School Operation		Summer School		Adult School		Hartnell Classes*	
0	3	0	3	0	3	0	1	0	5
1- 5	-	1- 5	-	1- 5	-	1- 3	1		
6-10	1	6-10	2	6-10	1	-			
11-15	-			-		7-10	3		
16-20	1			-					
				26-30	1				

*neither of the Hartnell group had taken '72-'73 classes there. Fall '73-'74 records are unavailable at this time. No conclusion is possible.

Current Activities of Alisal High School Mid-Year Graduates

(47 Persons)

Attending College	14	Unemployed, Seeking Work	5
Full Time Only	3	Housewife only	4
Part Time Only	2	Armed Forces	3
And Working	9	Other Training	3
Working	15	No Phone, Moved, Can't Contact	3
Full Time Only	11		
Part Time Only	4		

North Salinas High School

Group	Number in Group
Graduates attended North Salinas High School Fall '73	56
Graduates did not attend North Salinas High School Fall '73	11
Released non-graduates (will not attend North Salinas High School Spring '74) to complete requirements at:	20
Salinas Adult School	10
Hartnell Community College	10
Released then re-entered	2

76 students represents approximately 18% of the enrolled 425 Seniors in attendance.

Characteristics of Graduates in Attendance Fall '73
(reported in characteristics, variables, and number of persons)

Sex		Age (1-25-74)		Ethnic Group		G.P.A.		Years at* North Salinas		Program*	
Female	41	17	44	Black	2	0-1.9	3	1	3	College Prep	7
Male	15	18	8	Spanish Surname	13	2-2.9	35	2	6	General	33
		19	4	White	41	3-4.0	18	3	1	Vocational	16
								4	46		

*See Alisal High School, p. 4 for definitions

Units Applied Toward Graduation From Various Sources
(reported by source and number of units and persons)

Work Experience		Assisting in School Operation*		Summer School		Adult School		Hartnell Classes**	
0	22	0	30	0	31	0	44	0	41
1- 5	9	1- 5	10	1- 5	9	1- 3	3	1	4
6-10	9	6-10	9	6-10	10	4- 6	5	2	1
11-15	7	11-15	3	11-15	3	7-10	3	3	
16-20	2	16-20	2	16-20	2	11-15	1	4	
21-25	2	21-25	2	21-25	1				
26-30	3								
31-35	-								
36-40	2								

*See Alisal High School p. 6 for explanation

**This talley is accurate. The list of graduates was compared with the list of 1972-73 and 1973-74 North Salinas High School participants. Again, very few concurrent students use Hartnell classes to waive high school course or unit requirements for graduation.

Characteristics of Graduates Who Were Not in Attendance Fall '73

(reported in characteristics, variables, and number of persons)

Where requirements were completed:

Salinas Adult School	2
Other Salinas School	3
Hartnell College	6

Sex		Age		Ethnic Group		G.P.A.		Years at North Salinas		Program	
Female	8	17	6	Spanish Surname	2	0-1.9	2	1	1	College Prep	2
Male	3	18	4	White	9	2-2.9	6	2	1	General	6
		19	1			3-4	3	3	8	Vocational	3
								4	1		

Units Applied Toward Graduation From Various Sources

(reported by source and number of units and persons)

Work Experience		Assisting in School Operation		Summer School		Adult School		Hartnell Classes
0	5	0	7	0	6	0	7	
1- 5	2	1- 5	1	1- 5	2	1- 3	1	6 students used credits toward graduation
6-10	3	6-10	1	6-10	1	4- 6	2	
=		11-15	1	11-15	1	7-10	1	
=		16-20	1					
26-30	1							

Released Non-Graduates Characteristics

(reported in characteristic, variable, and number of persons)

These students have not transferred and remain North Salinas High School's responsibility.

Requirements will be met at:

Salinas Adult School	9
Hartnell College	10
Other Salinas School	1

Sex		Age		Ethnic Group		G.P.A.		Years at North Salinas		Program	
Female	9	16	1	Spanish Surname	4	0-1.9	1	1	4	College Prep	4
Male	11	17	12	White	16	2-2.9	14	2	1	General	12
		18	7			3-4	5	3	1	Vocational	4
								4	14		

Units Applied Toward Requirement from Various Sources
(reported by source and number of units and persons)

Work Experience		Assisting in School Operation		Summer School		Adult School		Hartnell Classes*	
0	11	0	15	0	14	0	15	0	18
1- 5	2	1- 5	2	1- 5	3	1- 3	2	1	1
6-10	1	6-10	1	6-10	2	4- 6	2	2	1
11-15	1	11-15	1	11-15	1	7-10	-	3	-
-		16-20	1			11-14	1	4	-
-									
-									
26-30	3								
31-35	1								
36-40	1								

*prior to Spring '74

Current Activities of North Salinas High School Mid-Year Graduates

(65 persons)

Attending College	19
Full Time Only	4
Part Time Only	-
And Working	15
Working	27
Full Time Only	18
Part Time Only	9
Unemployed, Seeking Work	7
Housewife only	0
Armed Forces	2
Other Training	5
No Phone, Moved, Can't Contact	5

Salinas High School

Group		Number in Group
Graduates attended Salinas High School Fall '73		27
Graduates did not attend Salinas High School Fall '73		9
Released non-graduates (will not attend Salinas High School Spring '74)		15
to complete requirements at:		
	Salinas Adult School 5	
	Hartnell College 9	
	Other school 1	
Transferred non-graduates responsibility to Salinas Adult School		7

50 students represents approximately 11% of the 449 enrolled Seniors.

Characteristics of Graduates in Attendance Salinas High School Fall '73
(reported in characteristics, variables, and number of persons)

Sex		Age (1-25-74)		Ethnic Group		G.P.A.		Years at* Salinas High		Program*	
Female	24	16	1	American Asian	1	0-1.9	1	1	2	College Prep	4
Male	3	17	21	Spanish Surname	3	2-2.9	17	2	2	General	19
		18	4	White	23	3-4	9	3	2	Vocational	4
		19	1					4	21		

* see Alisal High School, p. 4 for explanation

Units Applied Toward Graduation from Various Sources
(reported by source and number of units and persons)

Work Experience		Assisting in School Operation*		Summer School		Adult School		Hartnell Classes**	
0	17	0	12	0	8	0	17	0	26
1- 5	3	1- 5	8	1- 5	6	1- 3	2	1	-
6-10	1	6-10	5	6-10	5	4- 6	3	2	1
11-15	2	11-15	1	11-15	4	7-10	2	3	-
16-20	-	16-20	-	16-20	1	11-15	-	4	-
21-25	2	21-25	-	21-25	2	16-20	2		
26-30	2	26-30	1	26-30	-	21-25	1		
				31-35	1				

*see Alisal High School, p. 5 for explanation

**Concurrent Enrollment participants list for Fall '73-'74 was not available at time of study. Since most students do not use Hartnell credit to waive graduation requirements, the importance of this characteristic is somewhat academic. A parent of a Concurrent Enrollment participant wrote, in her evaluation of the program, that her son had decided not to graduate early because he had the best of two possible worlds!

Characteristics of Graduates Who Were Not in Attendance at Salinas High School Fall 73-74
(reported in characteristic, variables, and number of persons)

Where requirements were met:

Salinas Adult School	2
Summer School	3
Other Salinas School	1
Hartnell College	3

Sex		Age		Ethnic Group		G.P.A.		Years at Salinas High		Program	
Female	7	17	7	Spanish Surname	4	0-1.9	-	1	-	College Prep	3
Male	2	18	1	White	5	2-2.9	6	2	-	General	4
		over 20	1			3-4.0	3	3	8	Vocational	2
								4	1		

Units Applied Toward Graduation From Various Sources
(reported by source and number of units and persons)

Work Experience		Assisting in School Operation		Summer School		Adult School		Hartnell Classes
0	4	0	6	0	2	0	7	3 participants
1- 5	1	1- 5	3	1- 5	-	1-3	1	
6-10	-			6-10	2	4-6	1	
11-15	3			11-15	1			
16-20	-			16-20	1			
				21-25	1			
				26-30	2			

Released Non-Graduates Characteristics
(reported in characteristic, variables and number of persons)

It should be remembered these students remian Salinas High School's reponsibility. No transfer has occurred.

Requirements will be met at:

Salinas Adult School	6
Hartnell College	9
San Jose State	1

Sex		Age		Ethnic Group		G.P.A.		Years at Salinas High		Program	
Female	9	17	12	Asian American	1	0-1.9	2	1	-	College Prep	4
Male	6	18	2	Spanish Surname	4	2-2.9	11	2	2	General	9
		over 20	1	White	10	3-4	2	3	1	Vocational	2
								4	12		

Units Applied Toward Requirements From Various Sources
(reported by source and number of units and persons)

Work Experience		Assisting in School Operation		Summer School		Adult School		Hartnell Classes
0	9	0	10	0	6	0	10	no students known to have participated
1- 5	3	1- 5	2	1- 5	2	1- 3	1	
6-10	3	6-10	2	6-10	4	4- 6	3	
-		11-15	2	11-15	1	-		
-				16-20	-	-		
-				21-25	1	-		
26-30	1			26-30	-	30-35	1	
				31-35	2			

Transferred Non-Graduate Characteristics

(reported in characteristic, variables, and number of persons)

Where transferred to:

Salinas Adult School 7

Sex		Age*		Ethnic Group		G.P.A.		Years at Salinas High		Program	
Female	4	17	2	Spanish Surname	2	0-1.9	2	1	4	College Prep	1
Male	3	18	5	White	5	2-2.9	4	2	-	General	5
			-			3-4.0	1	3	-	Vocational	1
								4	3		

*17-year-olds were very close to their 18th birthday.

Units Applied Toward Requirements From Various Sources

(reported by source and number of units and persons)

Work Experience		Assisting in School Operation		Summer School		Adult School		Hartnell Classes
0	6	0	5	0	6	0	2	no participants known from this group
-		1- 5	1	1- 5	1	1- 3	1	
-		6-10	1			-		
-						7-10	3	
16 -20	1					11-15	1	

Current Activities of Salinas High School Mid-Year Graduates

(35 persons)

Attending College	17	Unemployed, Seeking Work	4
Full Time Only	5	Housewife only	-
Part Time Only	-	Armed Forces	1
And Working	12	Other Training	3
Working	5	No Phone, Moved, Can't Contact	5
Full Time Only	3		
Part Time Only	2		

District Characteristics

It would be well to remember that only the Salinas High School Fall '73-'74 list of Concurrent Enrollment students was unavailable to this study. Considerable underestimation of the influence of that program upon mid-year graduation has not occurred. Again, probably no more than 15% of the concurrent enrolled students used credits earned at Hartnell to waive high school graduation requirements. By regulation no more than 15% of the Junior and Senior classes may participate at the same time. At no time in any of the high schools has the proportion even approached 10%. The largest percentage thus far has been 7%. Approximately 80-90% of the students are Seniors when they participate. In a sense, Concurrent Enrollment is a preview of what college is like.

Combining all groups, except the transferred, from the three high schools constitutes the population of district mid-year graduates or released. The population parameters are:

Categories by Nature of Release

(191 Persons)

Graduated, attended district's Fall '73 Semester		130
Graduated, did not attend district's Fall '73 Semester		20
Where requirements were met:		
	Salinas Adult School	4
	Salinas Summer School	3
	Other Salinas School	4
	Hartnell College	9
Released non-graduates (to return to high school for graduation)		41
Where requirements are to be met:		
	Salinas Adult School	18
	Hartnell College	21
	Other	2

Characteristics of Graduated and Released
(reported in characteristic, variables and number of persons)

(191 Persons)

Sex		Age (1-25-74)		Ethnic Group		G.P.A.		Years at High School		Program	
Female	137	16	2	American Asian	4	0-1.9	13	1	13	College Prep	32
Male	54	17	143	Black	2	2-2.9	126	2	14	General	104
		18	36	Spanish Surname	56	3-4.0	52	3	28	Vocational	55
		19	8	White	129			4	136		
		over 20	2								

Units Applied From Various Sources Toward Graduation Requirements by Graduates and Released
(reported by source, number of units and persons)

(191 Persons)

Work Experience		Assisting in School Operation		Summer School		Adult School		Hartnell Classes (have been or will be)	
0	95	0	104	0	94	0	143	0	145
1- 5	22	1- 5	35	1- 5	31	1- 3	12	1 or more	46
6-10	24	6-10	27	6-10	32	4- 6	18		
11-15	12	11-15	14	11-15	13	7-10	10		
16-20	8	16-20	7	16-20	8	11-15	4		
21-25	15	21-25	3	21-25	7	16-20	-		
26-30	10	26-30	1	26-30	3	21-25	2		
31-35	2			31-35	3	26-30	2		
36-40	3								

Current Activities of Mid-Year Graduates

(145 Persons)

Attending College	51	Unemployed, Seeking Work	16
Full Time Only	13	Housewife Only	3
Part Time Only	2	Armed Forces	6
And Working	36	Other Training	11
Working	47	No Phone, Moved, Can't Contact	11
Full Time Only	32		
Part Time Only	15		

Choice of Activity Compared With High School Program

	College Preparatory (22)	General (75)	Vocational (47)
Attending College	11	27	13
Full Time Only	4	6	1
Part Time Only	-	2	-
And Working	7	19	10
Working Only	5	23	19
Full Time	3	16	13
Part Time	2	7	6
Unemployed Seeking Work	-	7	9
Housewife Only	-	1	2
Armed Forces	3	2	1
Other Training	2	7	1
Not Locatable	1	8	2

Observations

1. The number of mid-school year graduates was approximately 12% of the Senior class. The most significant contribution toward fulfillment of course and unit requirements was attendance at regular high school.

2. Released non-graduates were approximately 3% of the Senior class. The student who elects to complete requirements off campus is usually quite close to having met graduation requirements; perhaps the typical student has 180 plus units. Students who complete at Salinas Adult School are often working also. This may be a case of need rather than preference.

3. The number of females choosing early graduation is unexpectedly large. In this population, the number of girls is 2½ times larger than the males. We have no understanding of this unique phenomenon.

4. Most of the seventeen-year-olds will be eighteen by June.

5. Ethnically the Spanish Surnamed are overrepresented and, using the census survey term,"all others"(whites) are underrepresented. If early graduation were uninfluenced by any causal factor(s), then it would be expected the groups would be represented in the graduates in the same proportion that they occur in the Senior class. The Spanish Surnamed graduates are 10% larger than their corresponding proportion in the Senior class. The "all others" racial group is 5% less than its class proportion.

6. The G.P.A. proportions are in general agreement with ratios established by previous graduating classes.

7. The one and two-year high school attendance are within expectation. Mid-year release produces distortion in the analysis of three and four-year attendance that have not been reconciled.

8. The analysis of high school programs presents significant information. Among the mid-year graduates, the number of College Preparatory is very much lower than expected. The number of General Program graduates is very much larger than expected. The number of Vocationally Prepared is slightly larger than established ratios in graduating classes.

9. An analysis of the selected sources of unit input follows: By using the mid-point of each class of units and multiplying by the class frequency, it is possible to make a reasonable estimation of the relative contribution each source made to meeting graduation requirements.

Source	Estimated Total Units Contributed	Number of Participating Persons	Number of non-Participants in Source	Participants' Median Unit Contribution
Work Experience	1287	96	95	11.3
Assisting School Operation	683	87	104	7.0
Summer School	961	97	94	8.2
Salinas Adult School	353	47	143	3.7
Hartnell Classes	690	46	145	1 class plus

(Technical note: The curves, or lines, produced by plotting the frequency of each unit class for each source ((frequency vertically cumulative units horizontally)) are non-normal, i.e., the curves are not bell shaped. Each curve rises rapidly, then trails off gradually in the direction of the higher number of units. Such curves are called positively skewed. In such cases, the customary measure of central tendency is the median: it is least affected by skew. The median, as an indicator, is a number or score that separates all population observations on a characteristic into upper and lower halves. In other words, half the persons had less than the amount and half more.)

It is apparent, that for those who utilize these opportunities, no source, on the average, contributes more than 6% of the units required for graduation. Standing semester, course and proficiency requirements for graduation restrict at least 130 units, or 65% of the 200 units. This foundation provides a considerable stabilization against excesses. Seventy units is the present provision from which diverse individual interests are satisfied. However distributed, it is from within the seventy units that classes such as Geometry, Advanced Algebra, elective Foreign Languages, English and Social Science, laboratory sciences, Fine Arts, and commercial courses arise.

It is not surprising that work experience has a prominent place in the options that were considered. More than 33% of the graduated and released students had vocational programs. Another important, and often overlooked factor, concerning work experience is that participants earn a very modest income while

earning graduation credits. Perhaps a large number of work experience units indicates need for income, or a stronger need for personal identity than is available in the typical school group setting.

The median for Hartnell Classes is estimated to be less than 10 units. If complete records were available the parameter could be stated with more precision. Our experience to date is that students are very conservative in using credits earned at Hartnell to waive course or unit requirements for graduation. Perhaps, Concurrent Enrollment is best understood as a preview, for those interested, of college life and learning.

Finally, this study was conducted, and indeed made possible, with the assistance and cooperation of the district's three able high school registrars: Alisal High School's Mrs. Fiser, North Salinas High School's Mrs. Thompson, and Salinas High School's Miss Gularte. In most cases, their memories about past or present students is unfailing. Students' permanent records were always at hand, and the latest available postings affixed to the proper record.

SALINAS
UNION HIGH SCHOOL DISTRICT

serving "California's Newest Metropolitan Area"

ADMINISTRATION OFFICES
431 WEST ALISAL STREET
SALINAS, CALIFORNIA 93901
PHONE (408) 422-4703

ROBERT P. BINNS
Superintendent

LAWRENCE M. LaKANDER
Assistant Superintendent
Instructional Services

S. K. KING
Assistant Superintendent
Business Services

THOMAS L. HODGES
Acting Director
Personnel Services

October 17, 1974

Educational Resources Information Center (ERIC)
National Institute of Education
Washington, D.C. 20208

Dear Sir:

The following research studies have been submitted to be considered for announcement in Research in Education (RIE). Please advise.

1. Mid-School Year Graduation 1974

2. Longitudinal Enrollment Dynamics and Changes in Ethnic Proportionality

3. School and College Cooperation: A Report on an Experimental Project in Concurrent Enrollment

4. Employment of Youth Who Attend Salinas Union High School District Schools grade 7 through 12

5. An Analysis of the Evaluation of High School Experiences in Reference to the Personal and Educational Characteristics of the Graduating Classes of 1973 and 1969: an educational and occupational status survey by applied sampling technique

Sincerely,

Fred Greaves

Fred Greaves
Research Assistant

FG:ms
Enclosures